

The career and technical education center (ctec) will prepare students for high-skill,
high-wage, high demand careers while developing the skills, technical knowledge, academic
foundation and real-world experience to assure their success upon graduation.

A Public-Private Partnership: An Innovative Model to Secure the Future of Career



Salem-Keizer School District

**CAREER
TECHNICAL
EDUCATION
CENTER**

Learning That Works





"With this innovative public-private partnership, our region can develop a workforce that is so highly-skilled and trained that our state becomes a magnet for new business and strengthens existing industry."

— **Chuck Lee**

*President, Mountain West
Career Technical Institute*

It Started with a Vision...

Career Technical Education isn't a new concept. However, Salem's CTEC represents a *new approach to planning and funding* that combines public and private investment, is responsive to the needs of the community and draws upon the unique resources of the region.

The spark for the creation of CTEC was Salem philanthropist and President of Mountain West Investment Corporation (MWIC), Larry Tokarski, who saw a need and took the lead on visioning for the project. Tokarski was inspired to get involved with Salem-Keizer Public Schools (SKPS) and CTE instruction after seeing the success of a woodworking program at North Salem High School. As he recalls, the instructor, Dean Matson, had partnered with a math teacher, Mark Atkinson, to transform his shop class from a dumping ground for so-called "bad kids" and "trouble-makers," into a place where kids became enthusiastic students of both woodworking and math, and felt privileged to participate.

"They were teaching kids math, how to write, how to read, how to follow instructions, how to calculate board feet, what does it mean to cut at 90 degree angle and so on. They put this incredible program together, which was hugely successful at North. The kids coming out of the shop class were some of the best kids ever. They left with a skill and were getting jobs that were far superior to flipping hamburgers at McDonalds," says Tokarski.

Impressed by the results he saw at North Salem High School, Tokarski contacted SKPS Superintendent at the time, Sandy Husk, to inquire about replicating the program and how he could help.

Tokarski saw a need within the SKPS to serve students who were struggling within the framework of traditional college-track curriculum or who were looking for other options. After talking with Husk, he was convinced that many SKPS students could benefit from a CTE facility to help pave the way for post-graduation employment or continuing education.



"One of the problems I saw was schools spending more and more money on science and prepping kids for college," says Tokarski. "But most kids don't go to college. And of those that go, probably half never last the freshman year."

In fact, a disproportionate number of SKPS students are at high risk for dropping out of school. Of the just over 42,000 students enrolled in SKPS, 60% are considered to be living in poverty, 52% are minority students, and 29% speak a language other than English at home. Local graduation rates are among the lowest in the country, and if students do graduate, they are struggling to transition into the labor force. At the same time, regional industries and employers are challenged to fill high-skill positions.

Tokarski's vision for CTEC was a way to address both issues. He saw the melding of CTE education with core academics in a dedicated facility, as a roadmap for disrupting cycles of poverty, by engaging kids and giving them opportunities for a successful future.

Initially, Tokarski and Husk discussed creating a 20,000 square foot satellite CTE facility located on the grounds of McKay High School. But after sharing his idea with others, including educator Chuck Lee, Tokarski was persuaded that the concept was worthy of a grander scheme. Lee told Tokarski about several CTE centers he had visited while in Las Vegas, Nevada. He was convinced that a larger, dedicated CTE center would better serve the students of SKPS.

"I visited some incredible centers with 8-10 different programs," recalls Lee. "When I came back I told Larry, *'there's nothing wrong with doing a 20,000 sq ft. facility at McKay, but this would be a chance to do something huge for a lot more kids and for the City of Salem, Keizer and the whole Willamette Valley.'*" Thus, the dream for a 150,000 square foot facility was hatched.

As a first step, Tokarski enlisted a researcher to identify future and present jobs that would bring the highest wages for a high school graduate. The research uncovered traditional careers such as manufacturing, home building and industry trades, as well as emerging high-demand areas like drone technology, 3-D animation and law enforcement. Not only did these areas provide a pathway straight into the workforce, they could

also serve as stepping stones to fields such as engineering or medicine, unlocking multiple career options and a pipeline to living wage jobs.

Once SKPS was committed to partnering in this unique public-private venture, in 2014, Tokarski purchased the former Neilson Manufacturing facility in NE Salem for \$3.6 million—the future home of CTEC.

Tokarski's vision and initial investment was the spark that ignited CTEC, but the project itself evolved into a multi-faceted collaborative effort combining private investment (individual donors, foundation and corporate support) with industry partners and civic entities (local school district and school board, city, county and state government). It was this web of extraordinary partnerships that brought the project to fruition. By working together, all those involved made the CTEC dream come true.

"You don't see our name on that building whatsoever and it never will be," says Tokarski. "That's not the intent. I want that building to have 1,000 owners at a time. I want those kids to own it, the parents to own it and the city to own it. That's the ownership we need. That's what has happened with the collaboration."

Career Technical Education Boosts Graduation Rates

Studies from the National Association for Career and Technical Education show that high school students enrolled in Career Technical Education programs are more engaged, perform better and graduate at higher rates. This rings true in Salem, where CTE-concentrators graduate at rates nearly 20% higher than the district average. Students at CTEC are posting even higher rates, with 98% of enrolled students graduating from their home school in 2018.

SKPS reports 73.36 percent graduation rate for the 2016-17 academic year. The graduation rate for Career-Technical Education (CTE) participants was 87 percent. The graduation rate for CTE concentrators was 93.36 percent.

Structured For Success: Community Partnerships

When the project began gathering momentum in early 2014, Chuck Lee, who Tokarski engaged as president of the newly-formed Mountain West Career Technical Institute, led the effort to get CTEC off the ground. Lee worked closely with Salam Noor, Assistant Superintendent of SKPS at the time, meeting weekly for Master Planning sessions. Together, they began the process of defining CTEC, building relationships in the community, and consensus within SKPS and the School Board.

The first hurdle was the inherent challenge of bringing together public entities with private investors. A successful outcome required careful listening to find common ground around the shared goal of a state-of-the-art facility. A major piece of the puzzle was to engage someone high up within the school district. In this respect, Noor was able to speak for SKPS or get to decision-makers quickly and directly. This would not have been possible with specialist or program-level staff within the district. His influence was critical.

"We had no model for what the public-private partnership would look like," recalls Lee. "There were some key things that needed to happen and relationships were very important. I had relationships

with local government, donors and foundations, there was Larry's involvement as a benefactor, and the other dynamic was Salam [Noor], who really got the concept of CTEC and was able to address the fear on the part of the school district. I was the champion for CTEC on private side and Salam was a champion on the inside. Had that dynamic not occurred, CTEC would not be here."

One of the most important and time-consuming parts of early planning was getting a commitment from the School Board. This required almost a full year, and included public work sessions on the types of CTE programs that would be possible at CTEC, pathways to careers and data showing the correlation of CTE with graduation rates and achievement. This was a public and transparent process that later included one-on-one meetings with School Board members to answer questions and share information about the proposed facility; Salem's Chamber of Commerce and the Strategic Economic Development Corporation (SEDCOR) stepped forward to advocate for the project, underscoring the importance of CTEC for local industry.

"The role I played internally with the SKPS and the School Board was to increase the sense of urgency relative to the opportunity," recalls Noor. "The fact that you have a philanthropist who is willing to give you millions of dollars to build something that becomes yours, the benefit to the students, to the community—not just as a pride point, but as an economic development tool—addressing the graduation rate, putting low-income at risk students into a pipeline of prosperity where they can gain technical skills that lead to college, further education

Memorandum of Understanding

A critical component of the public-private partnership was the development of a Memorandum of Understanding (MOU) between Mountain West Investment Corporation and Salem-Keizer Public Schools. The MOU addresses responsibilities related to administration and logistics, as well as plans for the future sustainability of CTEC.

"There was a lot of reticence at the beginning, especially with the school board, about entering into an agreement with a private industry," says Christy Perry, current Superintendent of Salem-Keizer Public Schools. "There was a lack of experience with this model, so safeguards were put in place to protect the district. It was such a different project for us—being at the table, but not charged with constructing it.

or training, and high wage jobs. My job was to help people understand what this opportunity represented and the impact it could have, on our students in particular, and in our community.”

Lee and Noor’s efforts were ultimately successful and, in June 2014, the School Board adopted the concept and planning began to move forward. A Memorandum of Understanding between MWIC and the SKPS was drafted, so that roles and responsibilities from both the public and private side were clearly defined. (See below for more information on the MOU.)

As planning progressed, others were brought into the conversation as needed, including the school district’s head of facilities, curriculum specialists and local industry leaders. The group also looped-in groups like the Salem Chamber of Commerce, who helped make connections with local business leaders.

The design and construction process was another aspect of the project that required complex input from specialists with SKPS to ensure the building met school codes, provided functionality and long-term durability.

“We live in different worlds and speak different languages,” says Christy Perry, current Superintendent of Salem-Keizer Public Schools. “But these conversations were important and intentional. It took high-level leadership in the school district and MWIC to make it happen.”

Throughout it all, the primary focus was on creating a facility that would serve the students of SKPS.

“It’s really passion for the kids. Everybody was taking their fences down. We are businesses, or we’re government or school district—there was none of that going on,” says Tokarski. “It was all about what needs to happen for our kids.”



Key Partners

CTEC's success rests squarely on a community of key partners who are actively engaged and invested in the vision. In addition to visioning and planning, the many project partners have contributed financial resources, in-kind supplies and equipment, and time. They are invested in the outcome of the program and continue to be a critical element of CTEC's success.

Mountain West Investment Corporation (MWIC)

Mountain West Investment Corporation, guided by the vision of Larry Tokarski, led the effort to create CTEC. Tokarski established Mountain West Career Technical Institute (MWCTI), with Chuck Lee as president, to identify a viable site, fund the purchase and renovation of the 150,000 square-foot facility and outfit CTEC with specialized equipment. MWCTI also provided on-going fundraising support, in the form of a Director of Development, to write grants and drive fundraising efforts as the project and costs grew.

Salem-Keizer Public Schools (SKPS)

Salem-Keizer Public Schools oversaw the development of the CTEC curriculum, ensuring that the programs were aligned to district, state, community college and industry standards. The school district also hired administrators and staff, recruited and registered students, provided busing for student transportation for students who spend 2.5 days per week at CTEC, and assumed all annual operating costs. SKPS also committed funding for master planning and capital support; the school district has pledged to fund ongoing operation costs and future sustainability of CTEC.

Salem-Keizer Education Foundation (SKEF)

The Salem-Keizer Education Foundation, a local non-profit supporting Salem-Keizer Public Schools, played a key role as the first fiscal agent for CTEC. This allowed foundations and individuals to make charitable contributions to a 501(c)(3) organization, earmarked for CTEC. "If you want to create a public-private partnership like we did, you have got to establish a relationship with a 501(c)(3).

We could not have raised the money we did without that relationship. It requires collaboration between another organization and their board of directors," said Chuck Lee, president of MWCTI. In 2017, MWCTI established a partnership with Community Resource Trust, another 501(c)(3) non-profit, to provide fiscal sponsorship and oversight.

"We pitch the concept of long-term interviews for Industry Partners, especially our Industry Advisory Committee members. They have the opportunity to spend time in the classroom as volunteers—there they can see how students perform, how they interact with other students as well as teachers and professionals, and how they take direction. These industry volunteers get a much better understanding of what kind of employee a student would be and, from a recruitment standpoint, it tends to be less expensive overall than a normal hiring process."

— **Katie Hawkins**
Business Liaison, CTEC

Advisors

Assembling community and industry advisors has been critical to CTEC's initial and ongoing success. Advisors keep the program relevant and their involvement is one of the many requirements spelled out in the MOU between MWIC and SKPS.

"We have a lot of people who are committed to the intent of CTEC," says Larry Tokarski. "The Advisory groups validate what employers want and need. With that validation, we know we are teaching the right things. If we teach the right things, that means kids will have a better chance of success."

There are two advisory bodies at CTEC. The CTEC Advisory Council, jointly managed by SKPS and MWIC, serves the entire school. There are also 10 Industry Advisory Committees, which serve each of the 10 program areas at CTEC. To help manage these bodies, the School District contracted with the Salem Area Chamber of Commerce to create a Business Liaison position. Two Chamber employees currently work on-site

at CTEC and are tasked with engaging industry. They lead and organize the school's Pathways Night, Industry Days, and Career & Hiring Fair, recruit advisors and manage each of the advisory groups and their quarterly meetings.

CTEC Advisory Council

An Advisory Council made up of school district administrators, industry partners and community leaders is essential to the project. This group, which was assembled at the very beginning of the project, has nurtured strong ties with industry in each of the school's program areas, and served to raise awareness of the project and bring in potential donors.

Industry Advisory Committees (IAC)

Each CTEC training module has its own industry-specific Advisory Committee that helps keep the curriculum and teaching responsive and relevant to industry. IAC members are drawn from local industry. They may volunteer in classrooms, serve as a resource for Industry Days, link students to internships, apprenticeships and mentoring opportunities, and help with the annual Career & Hiring Fair and Pathways Night. They provide input on industry certifications, and contribute cash or in-kind support, as well as time.

CTEC was a complex undertaking that included engaging internal and external audiences, the community, budgeting, developing designs, a timeline and programs, among other components. Many of these tasks were addressed in distinct phases. The following is a rough schematic showing

Planning

Exploration and learning about options

- Developed concept paper describing vision and goals;
- Visited similar programs;
- Met with principals throughout SKPS;
- Met with CTE teachers;
- Met with SKPS leadership;
- Determined scope, programs, needs, capacity, etc.

Design

Planning programs and facility needs

- Consulted labor market information to identify high-demand careers for state and region;
- Consulted with local Chamber, Chemeketa Community College and business sector on key program areas;
- Developed program pathways concept papers including course sequence, possible articulation, etc.;
- Determined facility size and number of programs;
- Determined projected costs for program and operational support;
- Determined roles and responsibilities of district and partners;
- School Board work sessions and community outreach, especially with business community;
- Engaged industry in program design—focus, proficiencies, organization, tools and equipment;
- Developed Memorandum of Understanding between SKPS and MWIC.

Implementation

- Facility needs and set up;
- Target start date and number of students;
- Staffing needs, including opening a new school—principal on special assignments;
- Fundraising for space and equipment;
- Communication with internal and external partners;
- Fully developed programs and course lists;
- Finalized Memorandum of Understanding.

Students: Purpose, Passion, Pathways

CTEC's innovative curriculum enables students to discover their purpose and passion

Students are at the heart of CTEC, where the primary goal is to provide pathways to successful employment.

Any student academically on track to begin the school year as a junior or senior may submit an application for admission to CTEC. CTEC students are bused from their home high school and spend 2.5 days each week on campus, engaged in relevant, hands-on, collaborative learning. They have opportunities to earn college-level credits or industry-specific certifications and licenses sought by employers. Partnerships with industry leaders link students to internships and employment. Mentor programs, job shadows, internships, apprenticeships and online training are offered, along with an on-site career fair, career searches, resume assistance, mock interviews, public speaking and portfolio development. CTEC's goal is 100% positive placement post-graduation.

CTEC is intentionally structured to remove many of the traditional barriers to CTE success. Free transportation is provided to SKPS students, who are able to maintain identification with their home school, receive diplomas from their home high schools, and can participate in extracurricular activities and clubs. The cafeteria runs on the same points, meal plans, and free and reduced-price lunch programs as students would find at their resident schools.

Curriculum

The foundation of CTEC is its integrated curriculum, which melds core academic subjects (English, Math, Social Studies and Science) with specialized training and an emphasis on professional skills.

Core teachers collaborate with program teachers to teach academic subjects through the lens of industry and in ways that are relevant to the student's chosen program area. Students learn and apply their math skills by calculating per unit construction costs, calculating angles or determining proper lengths for roof lumber. Instead of comparing and contrasting characters in a novel, students may compare and contrast house designs or perfect their composition skills while writing project bids or reports—often for actual customers.

"They are gaining the same academic skills, but they can see it, touch it, feel it. All of a sudden, it makes more sense," says Rhonda Rhodes, principal of CTEC.

Students take part in 10-week reviews and parent-teacher conferences that simulate workplace evaluations, with the intent to prepare students for performance reviews that are part of the workplace. Similarly, disciplinary action is presented through an employment lens, with students asked to reflect on their behavior as if they were in an employment setting.

At every turn, students are also coached on professional skills such as maintaining eye contact, shaking hands, time management, effective communication, taking initiative and the importance of remaining drug-free.

"The integrated curriculum is relevant and motivates students to be better problem solvers," says Rhodes. "It also involves a wider audience. Students are not simply graded by a classroom teacher. They write bid letters to actual customers and give speeches to Industry Advisors. They want to sound professional and organized to their prospective employers."

CTECs 10 Programs will Serve 1,000 Students

- Residential Construction
- Manufacturing, Welding and Engineering
- Video and Game Design Animation
- Cosmetology
- Drone Technology and Robotics
- Auto Body Repair and Painting
- Business Development and Leadership
- Law Enforcement
- Agriscience*
- Culinary Arts Management*

Staffing

When CTEC put together its staffing model, it looked to industry, not to a traditional or alternative high school model, says Christy Perry, SKPS Superintendent. The Chamber Business Liaison was asked for input on staffing and industry partners were at the table in the recruitment process. When seeking administrators, the district sought visionary leaders and innovators.

Program teachers are hired out of industry. They are passionate, and bring a wealth of direct industry knowledge and experience to the classroom. Teachers of core academic subjects are expected to be flexible, creative and collaborative as they teach their subject through the industry lens.

"At CTEC passion and learning intersect. As teachers we are blessed to come to work with inspired, excited and engaged students and staff who all have a desire to learn more. All—teachers, students, admin and support staff—actively work together to create future leaders in the fields we represent."

— **Donna Duval**
Teacher, English and Social
Studies (Law Enforcement)

Measuring Success

Students thrive in CTEC environment, where they have sense of purpose and accountability, and are seen as part of a team. Within CTEC's project-based curriculum, they are making contacts and exploring career pathways that will ensure a bright future. Whether launching into the workforce, trade school, technical school, journeyman programs or into higher education, CTEC students are poised for success.

As of the 2017 graduating class, CTEC students have 98% graduation rate, and a 94% attendance rate. Since opening in fall 2015, numerous area valedictorians and salutatorians have attended CTEC. The school's robotics team has qualified

twice for the world championships, competing against 40,000 students from 36 countries.

While graduation and 100% positive placement post-graduation are two of the primary goals at CTEC, SKPS and funders are taking a longer view of success, with a commitment to tracking the career paths of graduates. A professional evaluator has been engaged to conduct evaluations at one, five and 10 years post-graduation, tracking employment, educational attainment and the long-term impact of CTEC on participants.

This evaluation will help identify gaps in training, measure the return on investment for students and will lead to future innovation at CTEC. To remain effective and relevant, CTEC must be responsive to changes in industry. Evaluation tools include student surveys, tracking attendance and graduation rates, working with industry partners to document certifications, college credit and career exploration activities.

"What's different about CTEC is everything is goal oriented. Everything we're doing is specific to our industry, and it gives us a purpose to our work. Each teacher really cares about every individual student. They really get to know you and focus on your goals for your future. CTEC changed my life by teaching me the professional skills to get into a career and taught me the basics on how to work in a shop and work along with people and visualize the steps ahead."

— **Helen Taylor**
Senior, Manufacturing
Boeing Internship Participant



Planning & Funding

From the beginning, CTEC costs were a moving target. As the vision developed and new partners and enthusiasm were brought to bear, the scope of the project and fundraising target grew. What started as a modest \$2 million campaign swelled to just over \$17 million as new program areas were added and goals became loftier.

"It just kept growing," recalls Tokarski. "We could see our initial estimates were way low, because we were drawing from nothing. It just got bigger and bigger; and it was important that it grow so it would be done correctly. In the beginning, I was hoping we wouldn't need to go outside for money, but as the budget grew, the need for collaboration [apart from the school district and ourselves] became necessary. That collaboration created a snowball effect."

It's important to note that the final cost of CTEC is much lower than what the costs might have been, had it been a fully public project or a new facility constructed from the ground up. (For comparison, a new high school in Beaverton, Oregon was

recently constructed at a cost of \$186 million.) The unique public-private partnership enabled CTEC leadership to leverage dollars from industry and use a phased approach to construction. MWIC also funded a Development Director to identify prospective funding sources, write grants and drive overall fundraising efforts.

The location of the facility—in an urban renewal area of NE Salem—made the project eligible for state and local funds earmarked for community and economic development. These funds provided a significant cash infusion: the City of Salem has contributed \$2 million, the State of Oregon has contributed \$2 million, and Marion County has given \$50,000 to date.

Phasing the renovation and build-out of the 150,000 square foot facility was a key element in the project's success. Opening all 10 modules at the same time would have created an incredible burden on the school district, akin to opening a brand new school. A phased approach eased the financial burden of operating costs as the school district worked to identify future sources of revenue.

"The district is used to longer-range planning, while private investors move more quickly," says Tokarski. "Together, you meet in the middle. We had private initiative and drive to get the project done and the district had a more pragmatic approach. The burden on the school district was eased on the side of staffing, training, equipment, design of the spaces and classrooms. It was about compromise. Not in the end result, but how you are going to get there."

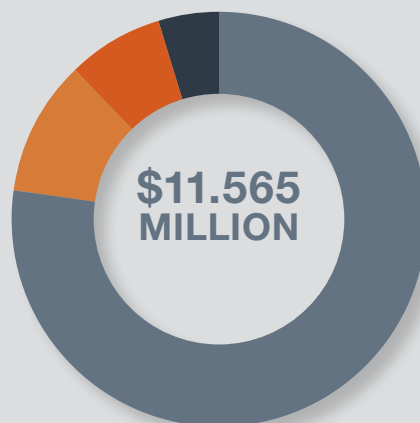
There was another, unintended but welcome, consequence of phasing. As programs were systematically rolled out, it was possible to identify new donors and prospective sources of support. Momentum and excitement built as CTEC took shape and students began to use the facility. Early success stories coming out of CTEC buoyed the ongoing fundraising efforts, which included not only grant writing, but fundraising lunches with industry and prospective donors, group tours and targeted events for local Chambers, business groups and councils. As the dream became a reality, additional funders and supporters were eager to get involved. To date, more than \$1.2 million has been contributed by private and corporate foundations and over \$875,000 has come from industry.



The campus opened in September 2015 with two programs—Residential Construction, and Manufacturing. A year later, Video and Game Design Animation, and Cosmetology were added. Drone Technology and Robotics, and Auto Body Repair and Painting launched in fall 2017. Business Development and Leadership, and Law Enforcement launched in fall 2018. Culinary Arts Management, and Agriscience will complete CTEC by fall of 2019. Once CTEC is fully built out, more than 1,000 students are projected to be enrolled in the 10 programs.



Capital Campaign



- \$8.96 million Mountain West Investment Corporation
- \$1.2 Foundations / Grants
- \$875,000 Industry
- \$530,000 Individual Donors



- \$2 million City of Salem (Urban Renewal)
- \$50,000 City of Salem (Toolbox Grant)
- \$1 million State of Oregon (Capital Construction Fund)
- \$900,000 State of Oregon (Governor's Regional Solutions Program)
- \$100,000 State of Oregon (Youth & Innovation Grant)
- \$50,000 Marion County



A national model changing the face of Career Technical Education

Salem's Career Technical Education Center, started with an ambitious vision to transform a vacant 150,000 square-foot former manufacturing plant, located in a blighted area of town, into a vibrant state-of-the-art facility to prepare high school students for high-wage, high-demand careers.

Since opening in 2015, CTEC has become a national model for innovative public-private partnership and a bustling hub serving 11th and 12th grade students in Salem-Keizer Public Schools. Students at CTEC gain specialized training, hands-on technical expertise, core academics, professional skills, real-world experience and industry connections that serve as the foundation for success after graduation.







CTEC and Salem's Vision for Economic Development

When CTEC leaders approached the City of Salem for support of the project, the initial reaction was lukewarm, Mayor Chuck Bennett recalls. Infrastructure and services were core priorities.

But to Bennett, CTEC presented an opportunity. "At the time, there was a short-sighted view of how education fit into the City's mission," he says. "When CTEC approached the city, I got very interested. The challenge was figuring out on what grounds to fund an education project."

The site for CTEC was within an Urban Renewal area, and Bennett was convinced that the project itself was directly tied to economic development.

"As a leader in economic development, the city needed to play a role in this project," he says. "When businesses, manufacturers and ware housers are coming to town, the major question we hear is *do you have the workforce?* Well, we have the people, but whether we have the right people with the right education and the right motivation in place, it's difficult to answer. Anecdotally, you can put together a real concern that we don't, particularly among young people; people who will get up, come to work drug free and come back the next day, with the ability to bring skills to the job or acquire skills quickly. That's what CTEC offers."

The City of Salem has invested nearly \$2 million in CTEC to date, with another \$400,000 slated.

These days, says Bennett, answers are easier to provide when a business contacts the city and asks *what's your workforce like?*

"I can say we are training a really outstanding workforce and describe CTEC. I can do it in such a way that it not only says we are here for the short term, but that it's a long term issue for us to continue to provide an educated, motivated workforce in this community. We have a plan now and we have a plan for the future. That's a powerful message to someone looking at coming into a community to invest their money."

Sustainability

A critical component of CTEC's success will be ongoing sustainability of the program. With the majority of capital investment coming from outside the school district, the annual operating costs will be absorbed by SKPS. This includes staffing, educational components, computers, security systems and more.

"Everyone kind of forgets how many dollars SKPS has actually put into CTEC," says SKPS Superintendent Christy Perry. "We have made a huge financial commitment and we have to be really intentional about sustainability. The important sustainability piece will be around equipment and replacement of that for the future."

Good timing has played a role, with Oregon's Measure 98 going into effect with the 2017-18 school year. The ballot initiative earmarks dollars for establishing and expanding CTE programs. Measure 98 funding creates a new revenue stream for CTEC and programs like it, reducing the burden on SKPS. Secondary Career Pathway Funding is another State of Oregon program for which CTEC is eligible.

Principal Rhonda Rhodes is also exploring ways for students to play a role in the ongoing sustainability of CTEC.

"We hope to create a way for students to complete real work for customers," she says. "This would create a revenue stream to support the replacement of equipment as it ages."

"The best part about CTEC is the independence and competitiveness. We are all here to advance ourselves. It's a different approach to learning."

— **Gerardo Zalvasa-Quezada**
former CTEC student

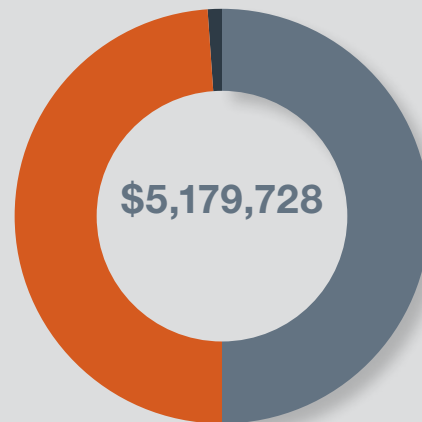
"We are really proud of CTEC. For a community our size—170,000 people—this is a tremendous statement of what we think the future of education looks like for a lot of students. For us to be able to come together with the school district and help put this together, has been a real opportunity for both the city and the broader community."

— **Chuck Bennett**
Mayor, City of Salem

CTEC Operational Funding

(2018-19 School Year)

Salem-Keizer Public Schools assumes all operating costs for CTEC, including salaries and benefits, services and supplies, as



- SKPS General Fund
\$2,599,055
- High School Success Grant
(Measure 98)—\$2,530,834
- Secondary Career Pathway
Funding—\$49,839



"Before attending CTEC, I would often panic about where my life was going and what I was going to end up doing. I didn't have direction for my life or interest in my future career goals. CTEC has really opened up my eyes to the industry and I've become more passionate about my future as I learned more through attending class. It's helped me to become a better leader personally, and pushes me to be more outgoing in class. In my professional career, I hope to be self-sufficient and to pursue my dream in the Film Industry. Being at CTEC has really given me the passion and drive to achieve my dreams!"

— **Harry Rusin**
Senior, Video and
Game Design Animation





CTEC would not have been possible without the vision and dedication of numerous individuals, including the following founders who were integral to the opening of CTEC in 2015.

Founding Partners

Mountain West Investment Corporation

Larry Tokarski, *President*

Jason Tokarski, *Vice President*

Salem-Keizer Public Schools

Christy Perry, *Superintendent*

Salam Noor, *Former Assistant Superintendent*

Founding Administrators

Charles E. Lee, President

Mountain West Career Technical Institute

John Honey, Principal

Career Technical Education Center

Jim Orth, Director

Career and Technical Education

Salem-Keizer Public Schools

Founding Educators

Mark Atkinson

Miranda Cryns

Mike Kennedy

Alex (William) Olsen

Norma Sanchez

Rob Tinnell

Jerry Torresdal

Michelle Zielinski

Founding Staff

Lori Chamberlain

Jeffrey Heater

Dinah Walsh

Salem-Keizer Public Schools Board of Directors

Rick Kimball, Chair

Paul Kylo, Vice Chair

Chris Brantley

Marty Heyen

Jim Green

Charles Lee

Nancy MacMorris-Adix

For more student testimonials and videos about Salem-Keizer Public Schools' Career Technical Education Center, please visit <https://ctec.salkeiz.k12.or.us/>

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Rhonda Rhodes, Principal

Career Technical Education Center

Salem-Keizer Public Schools

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